

INVESTIGATION OF THE SOURCE TEXT USE
IN EFL ARGUMENTATIVE WRITING

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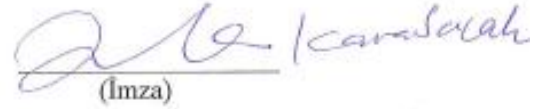
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ABSTRACT

Reading-to-write tasks are becoming more and more common in language teaching (Plakans, 2008; Plakans & Gebril, 2012), and the use of reading textsⁱ plays a very important role in these tasks which require the integration of reading and writing skills.

The present study aims to investigate the use of reading texts in a reading-to-write task. In the investigation of the source use, the research was conducted to study the amount of information EFL graduate and undergraduate students used from the reading texts, the way the participants used reading texts in terms of functions, the relationship between the use of reading texts in terms of function and quality of text, and whether the use of reading texts varied in terms of topic and academic level or not.

In order to answer the research questions stated above, 60 Chinese graduate and 60 Chinese undergraduate students participated in the study. The data were collected from two Chinese universities. Participants were given 25 minutes to read two reading texts with opposing views and take notes while reading. Then, the participants were asked to write an English argumentative essay in 45 minutes. The task required students to take their sides, support their opinions by using ideas from the reading texts, and use their personal experiences when it is needed. A computer program was used to identify and highlight three or more words borrowed from the texts and used in each student's essay. Three or more words taken from the same idea unit in the reading texts were counted as one borrowed string. The highlighted borrowed strings in each student's

essay were examined and counted by the researcher to study the functional use of the strings. The data were interpreted by using descriptive statistics, a correlation test and t-test results. Findings revealed that the students used the reading texts and some of the participants relied on the reading texts too much. The amount of textual borrowing varied in each group of participants. The use of reading texts by the participants was not affected by their academic level or the topic they read and wrote about. The correlation test results did not find a significant relationship between the source use and the quality of the paper. Based on these results, a number of recommendations for further research, limitations of this study, and teaching implications are provided.

ÖZET

Yazmak için okuma aktivitelerinin dil eğitimindeki kullanımı giderek yaygınlaşmaktadır (Plakans, 2008; Plakans & Gebril, 2012), ve okuma ve yazma yetilerinin entegrasyonunu gerektiren okuma parçası kullanımı bu aktivitelerde önemli bir role sahiptir.

Bu çalışma, yazmak için okuma aktivitelerindeki okuma parçalarının kullanımını araştırmayı hedeflemektedir. Okuma parçalarının kullanımının bu analizinde, bu çalışma, lisans ve ön lisans EFL öğrencilerinin okuma parçalarından ne kadar bilgi kullandığını, katılımcıların işlevsel olarak okuma parçalarını nasıl kullandığını, işlevsel olarak okuma parçalarının kullanımı ve öğrencilerin yazı çalışmalarının kalitesi arasındaki ilişkiyi ve kaynak okuma parçalarının kullanımının, okunan parçaların konusuna ve öğrencilerin akademik alandaki eğitim seviyelerine göre değişiklik gösterip göstermediğini araştırmak amacıyla yapılmaktadır.

Yukarıda belirtilen soruları cevaplamak için 60 Çin’li lisans ve 60 Çin’li önlisans öğrencisi çalışmaya katılmıştır. Çalışmanın verileri Çin’de bulunan iki üniversiteden toplanmıştır. Katılımcılar, kendilerine verilen 25 dakika içerisinde, karşıt görüşlerde olan iki kaynağı okumuş ve okurken not almışlardır. Ardından, katılımcılardan 45 dakika içerisinde İngilizce eleştirel bir kompozisyon yazmaları istenmiştir. Bu yazı çalışması, öğrencilerin konu hakkındaki taraflarını belirtmelerini, fikirlerini okudukları parçalardan alacakları bilgilerle desteklemelerini ve ihtiyaç duyulduğu takdirde öğrencilerden kendi hayatlarından deneyimlerini de kompozisyonlarında kullanmalarını

gerektirmiştir. Öğrencilerin yazılarında kullanılmış olan ve okuma parçalarından alınan üç veya daha fazla kelime dizisini bulmak için bilgisayar programı kullanılmıştır. Okuma parçalarından alınan bu kelime grupları, okuma parçalarında aynı fikir ünitesinden alındığı takdirde, bir alıntı dizisi olarak sayılmıştır. Parçalardan alıntı yapılan ve her bir öğrencinin yazılarında bulunan, bilgisayar programı tarafından işaretlenmiş olan bu diziler, araştırmacı tarafından sayılmış ve dizilerin öğrencilerin yazılarındaki fonksiyonel kullanımını çalışmak amacı ile analiz edilmiştir. Veriler betimsel istatistik, korelasyon analizi ve t-test sonuçları kullanılarak yorumlanmıştır. Araştırmanın bulguları, öğrencilerin okuma parçalarını yazılarında kullandığını ve bazı öğrencilerin okuma parçalarına çok fazla bağımlı kaldıklarını ortaya çıkarmıştır. Okuma parçalarından alıntı miktarı her bir grup içerisinde değişiklik göstermiştir. Ayrıca, sonuçlar okuma parçalarının kullanımının, katılımcıların akademiksel eğitim seviyelerinden ve kompozisyonların yazıldığı konudan etkilenmediğini de ortaya çıkarmıştır. Korelasyon analizi sonuçları, kaynak kullanımı ve yazıların kalitesi arasında önemli bir ilişki bulamamıştır. Bu sonuçlara dayanarak, gelecek araştırmalara önerilerde bulunulmuş, çalışmanın kısıtlı olduğu alanlar ve sonuçların eğitim alanındaki çıkarımları açıklanmıştır.

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CHAPTER I

INTRODUCTION

The connection between reading and writing, and the integration of the two skills for language teaching have been the center of the attention and investigated by different researchers (Delaney, 2008; Lo, 2011; Plakans & Gebril; Shi, 2004). The integrated tasks did not only catch researchers' attention, but also instructors'. Educators have started using integrated tasks for teaching language more often, and proficiency tests in different countries have utilized integrated skills to assess learners' language level. Internet-based Test of English as a Foreign Language, French proficiency certification examinations, and many university setting writing exams integrate reading with writing (Plakans & Gebril, 2012). While the integrated tasks have become more common in teaching, the importance of source text use and its complicated nature have been noticed. Researchers have focused on the source text use in integrated tasks and conducted studies to investigate the source use by different learners (Delaney, 2008; McCulloch, 2013; Plakans & Gebril, 2013; Shi, 2004; Spivey & King, 1989; Weigle & Parker, 2012). Different factors have been found to affect the source use, such as the task, literacy expertise, and educational level (Delaney, 2008).

As the popularity of integrated tasks are increasing each day, more research will be needed to shed light into the source use in these tasks. Educators should follow the research conducted on this subject and be aware of the way sources are used by the students.

1.1 Purpose of the study

The purpose of the present study is to investigate the source text use in argumentative writing by 120 graduates and undergraduates at two Chinese universities. The participating students were given two source texts with opposing views to read, and they were asked to write their argumentative essays by using the information from the source texts to support their opinions and rely on their personal experiences when it is needed.

1.2 Research Questions

Specifically speaking, the following research questions were addressed in the present study:

1. How much information do graduate and undergraduate students use from the source text?
2. Do graduate and undergraduate students use source texts in terms of functions?
3. What is the relationship between source text use in terms of function and quality of text?
4. Does the use of source vary in terms of topic and academic level?

1.3 Significance of the Study

The source text use in a reading-to-write construct by second language learners is a highly complicated issue which is being affected by different factors. Most studies that have been conducted to investigate this subject have focused on the amount of source text use, and plagiarism. However, not all studies have revealed similar results. In order to shed more insight into reading-to-write construct and source use in reading-to-write tasks, more studies are needed. Furthermore, no study has investigated the functional use of borrowed strings. This study will analyze the functions of borrowed strings from the source texts in students' argumentative writings. A majority of research which has studied reading-to-write and source use has been conducted in the first language context. There is a need for more studies that investigate source use in reading-to-write tasks in a second language context. Moreover, few studies have investigated the correlation between the use of source text and the quality of the students' writings so far. The present study will look into this issue as well.

Due to the reasons mentioned above, the present research attempts to study, fill in the gaps mentioned, and to contribute to the literature of English language teaching field.

1.4 Limitations

There are two limitations of the study. The first limitation is not to know the language proficiency of graduate and undergraduate students. Comparing the way graduate and undergraduate students used the sources would be more comprehensive by knowing their language proficiency. Academic level might show the students' language skills but this might not happen all the time. An undergraduate student's English skills might be higher than graduate student's. Therefore, testing the students' language proficiency or getting information about their English education background could have been useful. The second limitation of the research comes from the investigation of the function and quality of the essays. Students' prior knowledge about the components of argumentative writing was not known. Their lack of knowledge about how to write an argumentative essay could have affected the results of the relationship between the functional use of source texts and the quality of the essays. In addition, the writing task instruction should have had a statement which asked students to use their ideas as functions, or should have given some examples of the functions for them to understand the expectations of the task. The students did not know clearly what was expected from them in terms of the functional use of source texts.

1.5 Organization of the Thesis

The present study includes five chapters. Following the Introduction chapter, the second chapter is Review of the Literature which explains the relationship between reading and writing skills, reading-to-write tasks, source use in reading-to-write tasks and argumentative writing.

The third chapter is Methodology, and it presents the research questions, gives information on setting, participants and the writing task, data collection instruments, explains the procedure of data collection, and data analysis.

The fourth chapter, Results and Analysis, explains the findings of the study by presenting each research question and its answer separately.

The fifth chapter, Discussion and Conclusion, presents the summary of the study, findings, and discusses the results by referring to previous research stated in the Review of the Literature chapter.

The sixth chapter describes the strengths and limitations of the study, presents implications and gives suggestions for further research.

At the end of the thesis, references and appendices are given.

CHAPTER II

REVIEW OF LITERATURE

2.1 The Relationship of Reading and Writing

Reading and writing skills are often in a close relationship when language learning is considered. Both skills are so interconnected that it is natural to work on either to support work on the other (Nuttach, 1996). The concept of relationship between reading and writing skills has been explained from two different perspectives: writing to learn and reading-to-write. In writing to learn tasks, writing is used as a tool for learning, and students read to elaborate the text information in written form by taking notes, writing a summary etc. (Klein, 1999). Reading-to-write tasks, however, require readers to use the information from one or more reading texts to create a new text. To write a text by reading multiple sources, a reader has to choose relevant information from the sources he or she reads; organize and use it in the new text. These types of tasks require readers to evaluate the source critically, decide what information to integrate, and how to integrate it. These tasks are called reading-to-write tasks.

The relationship between reading and writing has also been explained with the understanding of constructivist view. Constructivism sees readers as meaning makers because they go through a process which involves taking information from sources, integrating it with what they already know about the topic, and using it in their new writing structure. Spivey and King (1989) name these operations as selecting, organizing and connecting, and explain these three in the following way: “Readers select content on the basis of some criterion, organize the content by applying their knowledge of text

structure, and connect related ideas by discovering and generating links” (p.9), readers select information to use in their writing, and they do it based on their understanding of what they are reading and what they are supposed to write about. When readers / writers understand the source, they choose the parts they find important, and move to the second step of the process: organizing the ideas they have taken from multiple sources. Readers / writers create a mental representation of a text while selecting ideas from the sources (Spivey & King, 1989). They construct the new text by using the ideas they have borrowed in the writing they are creating by following the organizational patterns of discourse. When the text is organized, the third step starts. Readers / writers connect the content they have selected and organized at a more local level in the discourse structure by using propositions, clauses etc. (Spivey & King, 1989). In other words, they connect the ideas they get from various sources with these links. After completing the process stated and explained above, readers become writers and they finish making the constructions from the sources they read. Spivey and King (1989) claim that even if people go through the steps mentioned and read the same source, they vary in the constructions they make. This research will be based on this understanding and attempts to study the variation of the source use in a reading-to-write task.

2.2 Reading-to-write tasks

Reading-to-write tasks have been defined in different ways by the researchers in the literature.

Lo (2011) define reading-to-write tasks as follows: “A reading-to-write task requires writers to read one or more source texts before writing” (p.154).

Spivey and King (1989) define reading-to-write tasks as the tasks which require readers to use textual sources to produce their own new texts, which have a communicative intent on their own.

Funes (1999) describes reading-to-write tasks in the following way: “Reading-to-write tasks are defined as tasks that require students to write an essay based on the reading of an assigned source text” (p.46). Students’ writing will be based on the text they are supposed to read.

Reading-to-write tasks have also been explained by Delaney (2008) by examining these tasks from three different perspectives. As mentioned in the previous section, when a reading-to-write task is viewed from a reading perspective, reading-to-write refers to reading to learn and reading to integrate information (Carver, 1997; Enright et al. 2000). Learners read in order to reach their objectives which are learning and integrating information. Secondly, when reading-to-write tasks are seen from a writing perspective, reading comprehension is required to access topic knowledge, to understand the tasks, and to revise or evaluate the written outcome (Plakans & Gebril, 2012). Thirdly, from the constructivist perspective, reading-to-write tasks are seen as

processes of meaning making. The readers / writers create their own writings based on their understanding from the source texts.

The use of reading-to-write tasks for assessing academic writing in English is increasing, and they replace traditional writing-only tasks (Plakans, 2008). In English language classes at the university or a college level, reading-to-write tasks are used more often. Students are asked to complete different kinds of tasks by using reading and writing skills. Particularly in upper-level courses, students are expected to read articles and literary selections, and to respond to them in an insightful and critical manner (Kern & Schultz, 1992). Students are asked to show their understanding of the text and evaluate it successfully by using their writing skills. Plakans and Gebril (2012) state that the following exams integrate reading and writing skills: Internet-based Test of English as a Foreign Language, French proficiency certification examinations, most university setting writing exams.

Reading-to-write tasks are common activities in academic settings. Research and synthesis papers are the examples to these tasks used in academic life. Students are asked to read articles about related subjects to their fields, and to write summaries of them or evaluate the articles they read. These tasks are often given as final projects to graduate or undergraduate students.

Reading-to-write tasks have been found to have more advantages compared to writing-only tasks when they are used as daily in-class activities in language teaching classrooms. Plakans (2008) claims that reading-to-write tasks are fairer than writing only tasks because reading-to-write tasks have content and knowledge from different cultures

for readers. In other words, students are not asked to write about a topic they are not familiar with, but they are asked to read a text about the topic before they start writing. In this way, for those students who are not familiar with the topic or have limited knowledge about it, some information is given with the reading text so that they can write more easily about the topic. Reading the source texts before writing can help students generate more ideas for their writing as well. When students do not have any ideas in their minds, they can come up with creative ideas by reading the source texts. In this way, reading-to-write tasks encourage creativity and lower students' anxiety. These tasks have also been found to be better than writing only tasks in terms of critical thinking, since thinking critically to evaluate the source text is a necessary skill to accomplish the task. Students do not only understand the text but also revise and criticize the source text, and as a result, they decide to support or oppose the opinion presented in the source text. Students' understanding and evaluation of the text play a very important role in reading-to-write tasks (Delaney, 2008). In addition, these tasks encourage authenticity as well. The source texts of reading-to-write tasks can be taken from real life materials such as newspapers and articles. Students can read about recent topics and discuss them in their writings.

2.3 Source use in reading-to-write tasks

Different factors affect students' performance and the way they use the source text in reading-to-write tasks. These factors might be the task, literacy expertise, educational level, and language proficiency (Delaney, 2008). These four factors affect how readers / writers organize, and connect the information they take from the source

with their writings. The task is important, as it determines the expectation about the writing performance of a student. Education level and literacy expertise affect students' understanding of the text and the topics they read. Language proficiency is important especially when the text is read in the second language, and it affects students' writing outcome, as writing a good essay requires writing and reading skills of that language. It shapes the way students use their language.

A reading-to-write task is regarded as a long process and requires students to have more than one ability in writing and reading. Stein (1990) explains the requirements of reading-to-write tasks as:

“ . . . a student to be able to read and comprehend.. .material(s) on a given topic, material(s) that may have different orientations and different information on the topic. The student must then be able to sort out the similarities and differences in the source material(s), figure out how to apply her own prior knowledge, decide what she feels is important to write about, determine what kind of paper will best suit her approach to the topic and material(s), and then attend to the usual set of demands that any writing task makes” (p.125).

Taking into consideration Stein (1990) and other cited research in this chapter, it becomes clear that the reading source is regarded as an essential component in a reading-to-write task, and may greatly affect students' performance.

Reading the source texts before starting to write can be quite useful and beneficial for writers / readers. Sources can give information to the students who do not have an idea about the topic or readers / writers can come up with new ideas for their

writing after reading the texts, and this might facilitate their writing (Weigle & Parker, 2012). The use of source texts has many advantages, when it is done appropriately, and readers / writers vary in terms of source text use. Even if they read the same source texts, their writings and the way they use the sources are different. (Spivey & King, 1989)

Various factors contribute to the different ways learners use sources in reading-to-write tasks. Students with higher educational levels are expected to be familiar with academic writing tasks. However, the relationship between the educational level of students and their reading writing performance has not been supported by some researchers. For instance, Mathison's study (1996) revealed no difference between the quality of students' writings and their educational level. On the contrary to the findings of Mathison, Delaney's study (2008) was conducted with a 139 students consisted of native speakers of English and learners of English at graduate and undergraduate academic levels, in order to study the effects of educational level on reading-to-write performance. Two tasks were used in this study: a summary and a response essay. Results revealed that graduate students did better than the undergraduate students in both tasks. According to Delaney, the reason of it could be the academic experience of graduate students. (p.145)

The investigation of the relationship between language proficiency and the source text use can be found in several studies in the literature. In order to investigate the accomplishment of the task and the variation of the written texts of 60 students at sixth, eighth and tenth grades, Spivey and King (1989) conducted a study in a public school district in the United States. There were 20 students from each level and half of them

were the students with high proficiency and the other half was lower proficient students. The findings showed that developmental differences had an effect on the students' selection of content from the source texts, and differences in written texts were found between the students. Older students selected more relevant content from the source texts. Higher proficient students used more information from the sources, the information they selected were more important, and their arguments were more coherent than less proficient students'. Another research conducted by Currie (1998) studied the use of source verbatim and found that as reading passages got more difficult, students' grades got lower and as a result of this, negative feedback on students' writings was given more often by the teacher. The students started to use source text verbatim more often than before to get higher grades, and this strategy worked. However, this strategy is seen risky by other researchers as too much source use and inappropriate textual borrowing might misrepresent students' language quality (Weigle & Parker, 2012). In addition, the study of Johns and Mayes (1990) which was cited by Delaney (2008), had two groups of writers, used the idea units of summaries, and results revealed that less proficient students did more exact copying. Gebril and Plakans (2009) conducted a study in United Arab Emirates with 131 undergraduate students in order to study the features of writing from integrated reading-writing tasks and the processes writers' used to complete these tasks. The study did not find significant differences in the students' source use. Higher proficiency level students were more independent on source texts and did less source use. Lower levels found the vocabulary in the texts difficult to understand. However, higher level students reported that they both learned and wrote

about the topics. Baba, Cumming, Erdosy, Eovanzoui, James and Kantor (2005) studied the verbatim use from the sources in prototype integrated tasks for TOEFL, and the research revealed that proficient students did less copying compared to less proficient students. Also, both studies of Cumming et al. (2005) and Gebril and Plakans (2009) concluded that students with lower language proficiency had more verbatim source use and did less summarizing. Weigle and Parker (2012) attempted to find if language proficiency affects the amount and kind of textual borrowing in argumentative writing by using the data from the Georgia State Test of English Proficiency. The research could not find any effects of language proficiency on textual borrowing.

In addition to the studies which focused on language proficiency and source use, Shi's study (2004) compared the source use by L1 and L2 students. This research was conducted with 48 Chinese English majors and 39 English speaking undergraduates, and had two results. Firstly, a difference was found between the source use of L1 and L2 students. L2 students relied on the source use more than L1 students. It was also found out that when L2 students did textual borrowing, they did not have any references, but L1 students did. The study of Delaney (2008) which was described earlier in this paper, focused on the effect of language proficiency of native speakers' and EFL students' reading-to-write performance, and found that native speakers scored higher than learners of English in both the summary and the response task.

Apart from the investigation of the source text use by L1 and L2 learners, the functions of using sources were investigated by Plakans and Gebril (2012) with undergraduate students who were at their second, third and fourth year education. The

results showed that writers used source texts to generate ideas, to take their side on the topic, to support their opinions by using the evidences in the source texts, and to get language support in terms of vocabulary and complex sentences.

Moreover, the use of source text has been investigated from a different aspect: writing quality. The relationship between students' writing scores and the source use was analyzed by Plakans and Gebril in 2012 and 2013. In the study by Plakans and Gebril (2012) which was described earlier in this paper, examined the correlation between the source text use and scoring of the papers, and found no significant result. Plakans and Gebril (2013) focused on the source text use and scores of the writings in their recent study and used 480 writings taken from TOEFL-IBT. Writers came from 73 countries, spoke 47 different native languages, and their ages ranged from 18 to 51. This study included listening as the third skill and analyzed how source text use differed across score levels. Results showed that higher scoring essays used more important ideas from the sources. However, lower scoring essays did more textual borrowing and they directly copied the content from the sources, mainly not the most important parts.

As seen above, most studies so far have focused on the textual borrowing but not the functional use of source texts. Moreover, very few studies have focused on the relationship between the source texts and writing quality. In the present study, functional use of source texts and the relationship between the source texts and writing quality will be investigated. In order to reach this objective, argumentative writing will be used as the reading-to-write task.

Argumentative writing is used widely in university settings. Especially university students are often asked to prepare research papers, write argumentative assignments to complete their courses. This kind of writing requires detailed research, because learning about the topic and understanding different points of view about the topic are crucial. For this reason, students are asked to do extensive reading about the topic in order to accomplish the argumentative writing. Argumentative writing is an authentic task, as claimed by Gebril and Plakans (2012), because source texts can be taken from any real life materials such as articles, magazines, and newspapers.

2.4 Argumentative writing

The argumentative essay is defined as “a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.” (Weida & Stolley, 2013). The objective of writing an argumentative essay is to make an argument and support it in an attempt to persuade the reader.

The present study uses the Toulmin Method of an argumentative essay which was based on the work of the philosopher Stephen Toulmin. Toulmin was a British philosopher, author and educator. The Toulmin Model of Argumentation, a diagram containing six interrelated components used for analyzing arguments, was considered as his most influential work, particularly in the fields of rhetoric, communication and computer science (“Stephen Toulmin,” 2013).

In this study, Toulmin Method is used as a framework to describe the structure of argumentative writing. According to this method, an argumentative essay has six

components. The components which were used in this research are listed and explained with examples (Weida & Stolley, 2013) below:

a) Claim: debatable statement presented to readers in order to convince them.

‘Hybrid cars are an effective strategy to fight pollution.’

b) Data: information given based on facts, statistics, evidence etc. It could be presented with numbers or graphs.

‘Each vehicle produced is going to stay on the road for roughly 12 to 15 years.’

c) Warrant / Bridge: underlying assumption that bridges the data and the claim.

‘Because cars are the largest source of private, as opposed to industry produced, air pollution switching to hybrid cars should have an impact on fighting pollution.’

d) Backing: additional reasoning which supports warrant.

‘Researchers state that hybrid cars are effective strategy to fight pollution.’

e) Counterclaim: claim which does not support the thesis.

‘Instead of focusing on cars, which still encourages a culture of driving even if it cuts down on pollution, the nation should focus on building and encouraging use of mass transit systems.’

f) Rebuttal: statement which disagrees with the counterclaim.

‘While mass transit is an environmentally sound idea that should be encouraged, it is not feasible in many rural and suburban areas, or for people who must commute to work; thus hybrid cars are a better solution for much of the nation's population.’

CHAPTER III

METHODOLOGY

The purposes of this study were to examine the source text use by graduate and undergraduate students; to analyze the functional use of the source texts; to find out the relationship between the source text use in terms of function and quality of the texts; and to reveal if source text varies in terms of topic and academic level.

3.1 Setting

The present study was conducted at two Chinese universities which are located in the southwest of China.ⁱⁱ The data were collected in three graduate and undergraduate classes during the spring term of the academic year.

3.2 Participants

A hundred and twenty-two Chinese students participated in the present study. It consisted of two different groups of students (see Table 1). The first group included 60 students in their second year of English major programs in a Chinese university. These students took a writing class at the same level in their university, and they all had the same instructor in their writing classes. Their age ranking was between 18 and 22 ($M=20.44$). They all spoke the same first language, Mandarin Chinese. Only two of the participants had been to an English speaking country before. However, all studied EFL for the same amount of time period, 8 years. These students were all English majors studying different subjects such as Business English, Civil Engineering English, and English Education and so on. The second group of the participants was composed of 60

English major graduate students from another Chinese university. All were continuing their Master's degree education in different fields such as literature, Applied Linguistics, Theoretical Linguistics, Translation etc. The age of the second group of participants ranged from 21 to 31 (M= 24.26). They spoke Mandarin Chinese as a mother tongue and spent approximately 12 years in study of EFL. Only one of the participants in this group had been to an English speaking country. All the students took a literature class taught by the same instructor, and all of them volunteered to be involved in this study as participants.

Table 1

Demographic Information for Participants

Group	N	Ave. Age	SD	Min. Age	Max. Age
Total	120	22.09	2.30	18	31
Undergraduate	60	20.44	.69	18	22
Graduate	60	24.26	1.81	21	31

3.3 Data Collection Instruments

In the study, two topics were used for the writing task: computer and internet. For computer topic, the texts discussed whether computers affect education in a good way or not. For the internet topic, the texts were about the positive and negative effects of the internet on social interaction. A pilot study was conducted in order to investigate students' interest in computer and internet topic, and the results revealed that the students' were interested in the topics. For each topic, two texts with opposing views

were given to the participants. All texts were considered to require the similar readability levels, and to be similar in terms of length (see Table 2). Of all four texts, topics were delegated to the participants randomly. Half of the participants were given the texts about the internet; the other half got the reading sources about computers. The source texts were given to the participants, and the students were asked to read both sources about the topic assigned them and to take notes in 25 minutes (See Appendix A and B). Determining the time limit needed for note taking was done with a pilot study beforehand. The source texts were collected when participants finished taking notes. Students were not allowed to keep sources with them while writing their essays, because it was found that participants copied too much from the sources in the pilot study. As the plan was to take away the reading sources after note taking session, participants were reminded to write down any important parts, key words or sentences from the text within 25 minutes given for note taking. After note taking was completed, students were asked to write an argumentative essay; take their side, and support it by using ideas or data from the text and adding their personal opinions or knowledge about the topic. The instruction of the task was written with simple sentences to make it clear for students. The writing task was completed in 45 minutes (See Appendix E and F).

Table 2
Information about Reading Texts

Topic	The Internet		The Computer	
	Text 1	Text 2	Text1	Text2
Length	725	694	724	725
Flesche-Kincaid Grade level	12.1	12.0	12.1	12.1

3.4 Data Collection Procedure

In the study, the argumentative writing task was given in L2 (English) to Chinese students. The writing task pack had the two source texts, instructions for reading, note taking, and writing. Two blank sheets of paper were given for note taking, and three blank sheets of paper were given for writing argumentative essays. The sentences of the writing task instruction were simplified in order to make them easy to understand for the students (See Appendix C). In the directions for reading and taking notes, students were asked to note phrases or words from the source texts, and not to do exact copying. Twenty-five minutes were given to the students for reading and taking notes, this time period was determined with a pilot study. Before students started writing their argumentative writings, they were asked to use information to support their opinions by using their own sentences, and rely on their personal experiences when it is needed. The participants were not allowed to use their dictionaries while reading the source texts.

3.5 Data Analysis

3.5.1 The Amount of Information Graduate and Undergraduate Students

Use from the Source Text (Research Question 1)

In order to answer the first research question, the participants' essays were analyzed to find the amount of information the participants used from the source text. The textual borrowing in this study referred to three or more words taken from the source texts. A computer program highlighted borrowed strings in each student's essay and these borrowed strings were reviewed by the researchers. As a result of this, a total number of verbatim phrases taken from both sources were calculated. To illustrate the textual borrowing in students' essays, two examples were given below. Textual borrowing is shown by highlighting the groups of words in Examples 1 and 2. As can be seen in Example 1, students used one string from the source text. Group of words which were taken from the same sentence which belongs to the same idea unit were counted as one borrowed string in the study. As you can see in Example 2, students used two strings from the source text. The first sentence of Example 2 was considered as one borrowed string, and following two sentences were considered as one borrowed string, because these two sentences were borrowed from the same idea unit in the source text.

Example 1. From Essay (#40) about Internet Topic

As a means of human interaction, internet not only maintains the **widely spread-out social networks** people have today, but also makes it more convenient.

Example 2. From Essay (#27) about Computer Topic

Using information resources and technology also can help **young people learn other marketable skills**. After that, it also **can open up new worlds** and **rich learning experiences**. It can connect people **thousands of miles** away **and try out** some good **ideas with famous scientists, authors and artists**.

3.5.2 Graduate and Undergraduate Students' Source Texts Use in terms of Functions (Research Question 2)

The borrowed strings which were found in order to answer the first research question of the study were analyzed once again by the researchers. The focus of the second analysis was to study the functional use of borrowed strings. For the functional use of borrowed strings, Toulmin's model for argumentative writing was used and the following functions were examined in students' writings: a) claim, b) data, c) warrant, d) backing, e) counterargument, f) rebuttal. During the analysis, it was noticed that the use of warrant and backing was rare in the essays. In addition to this, it was also found out that many students used the borrowed strings in the introduction and conclusion part of their essays. As a result of this, it was decided to take warrant and backing out of the functions list, and add introduction (background) and conclusion instead. The coding of the phrases taken from the sources was done according to the following functions: a) background, b) claim, c) data, d) counterargument, e) rebuttal, f) conclusion. Inter-rater reliability for coding background, claim, data, counterargument, rebuttal, and conclusion were .98, .75, .80, .98, .96, .99.

Examples 3 and 4 were given below in order to illustrate the functional use of textual borrowing in students' essays. The functions of the borrowed strings were written in parentheses. As seen in Examples 3, the student borrowed the highlighted information from the source text and used them in the introduction and conclusion parts of the essay, as an evidence to support his or her opinion, as a claim to take his or her side. The student who wrote the essay in Example 4, however, used the source text information as a claim, a counterargument to give an opposing idea and a rebuttal to oppose the counterargument.

Example 3. From Essay (#43) about Internet Topic

With the high-paced development of our modern society, **the computer which was the privilege of experts** and rich people **has become part of** our everyday life. Recently, more and more negative comments on computers have been put forward, and **they 'decrease social interaction'** is one of the most outstanding ones. Does the Internet kills social interaction? (introduction)

... **A survey called the Social Ties survey was conducted in February 2004,** which shows that yet now communication technologies --- email, cell phones, and instant messaging---now **play important roles in connecting network members, the Internet does not stand alone but as part of an overall communication system** (evidence). In addition, it also shows that **email enables people to maintain more relationships easily because of its convenience as a communication tool and the control it gives in messaging communication.** Email makes it possible **to send a quick note to an associate, to share important news or seek advice on an important**

decision; moreover it is almost **as easy to email a message to many people as it is to email the only one** (claim).

... To sum up, the Internet **does not kill social** interaction, but plays **an important role in maintaining these widely spread-out social networks** (conclusion).

Example 4. From Essay (#43) about Computer Topic

... Computer can help children **learn skills using information resources** and technology too. Such skills include **problem-solving, fact-gathering, data-collecting, rearranging, selecting useful information, revision and so on**. There are skills that are mostly **needed for future works** (claim).

Some people claim that **computer assisted education** may **harm student's academic performance** (counterargument). There is little evidence to prove that. Even if it is true, that is only one part of student's learning ---academic learning (rebuttal).

3.5.3 The Relationship between Source Text Use in terms of Function and Quality of Text (Research Question 3)

In order to find out the quality of the essays, students' writings were scored by using a holistic rubric (See Appendix D). The rubric used in this research was 5-scale scoring rubric, and it was developed based on the rubrics used by McCann (1989) and Nussbaum and Kardash (2005). This holistic rubric had the following three criteria: the overall effectiveness of argument, overall organization, and language use. The assessment of students' essays was done as follows: Two raters scored students' writings independently by using the holistic rubric described above. When the scoring of the essays was completed, inter-rater reliability was tested. Inter-rater reliability for rating

all the essays using coefficient alpha was .86. After the assessment of the papers, a correlation test was run to find out the relationship between the source text use in terms of function and quality of the essays by using SPSS, 16.0 Version.

3.5.4 The Variation of Source Text Use in terms of Topic and Academic Level (Research Question 4)

Source text use data obtained in order to answer the previous research questions was used to study the source text use variation in terms of two variables, topic and academic level. Two independent samples t-test was conducted, and SPSS 16.0 Version was used.

Summary

In the present methodology chapter, the phases of the present study have been presented in detail. The instruments used during the process of the study and the related data analysis are summarized in Table 3.

Table 3

Overview of the research questions, instruments and data analysis

Research Questions	Data Collection	Data Analysis
How much information do graduate and undergraduate students use from the source text?	Identification of the textual borrowing in the Essays	Analysis of borrowed strings
Do graduate and undergraduate students use source texts in terms of functions?	Toulmin Model	Analysis of functional use of borrowed strings
What is the relationship between source text use in terms of function and quality of text?	Rubric	Correlation Test
Does the use of source vary in terms of topic and academic level?		Independent Samples T-test

CHAPTER IV

RESULTS AND ANALYSIS

This chapter presents the results of the statistical analysis of the source text use in students' argumentative writings. The results of the analysis of borrowed strings, functional use of borrowed strings, correlation test and independent samples t-test are reported. The findings are presented following the order of the research questions.

4.1 Findings Related to the Amount of Source Text Use

In order to examine the amount of information graduate and undergraduate students used from the source texts, the data were analyzed using descriptive statistics. SPSS (Version 16) was used in this analysis.

Table 4

Descriptive statistics for the verbatim use of all groups

	Undergraduate		Graduate	
	Internet	Computer	Internet	Computer
N	22	22	18	22
Mean	6.32	8.41	6.94	7.77
S.D	3.24	4.27	4.03	3.98
Range	13	16	13	16
Min.	0	0	1	1
Max.	13	16	14	17

As the Table 4 demonstrates, the study had two groups of students, undergraduate and graduate, and each group had two topics, internet and computer. All the groups except the graduate students with the internet topic had 22 essays. Four essays from the graduate students' essays about the internet were taken off the research due to too much direct copying from the source texts.

Undergraduate students who wrote on the internet topic borrowed on average 6 strings from the source text. Undergraduate students with computer topic borrowed 8 strings from the text and not all the students in this group did textual borrowing. Maximum number of borrowed strings was 13 in this group.

The second group which had undergraduate students with computer topic borrowed 8 strings from the text. Their maximum number of borrowed strings was 16, and the minimum number was 0.

When the source text use of graduate students with the internet topic was analyzed, the data showed that they borrowed 7 strings on average. All of these students borrowed at least 1 string and the maximum number of borrowed strings was 14.

The second group of graduate students who wrote essays about the computer use did textual borrowing at least once. The maximum number of their borrowed strings was 17, and the average number of borrowed strings was 8.

4.2 Findings Related to the Source Text Use in terms of Functions

The differences between graduate and undergraduate students' source text use in terms of functions were examined in order to answer the second research question of the study. Table 5 demonstrates the descriptive statistics of the borrowed strings' functions in graduate and undergraduate students' essays.

For graduate students who wrote on internet topic, students used the source information as a claim in their essays (M= 3.33). The mean of the use of the rest of the functions in this group were less than 1, so they were used less often than the claim. They used the information on background, evidence but their use of counterargument was rare (M= 0.17).

Graduate students with the computer topic used claim as the most used function in their essays (M = 4.73). Following the claim, they used evidence to support their claims (M= 1.05). The other functions' means were less than 1, the least used function in this group was background (M=0.23).

In the essays written about the internet topic by undergraduate students, information borrowed from the source texts were used as claims more often than the other functions (M= 2.91). All the other functions' mean were below 1. After claim, the function which had the second highest mean was evidence in these students' essays. This group of students used rebuttal less than the other functions (M= 0.14).

Undergraduate students who wrote their writings on the computer topic used claims as the most frequently used function (M= 5.45). Apart from the claim, it was

found that counterargument was used more than the other functions (M=1.05). Background was used less than all the other functions in this group and the mean of the use of this function was 0.23.

Table 5

Descriptive statistics for the functions of borrowed strings in all groups

Function	Graduate											
	Internet						Computer					
	N	Mean	S.D.	Range	Min.	Max.	N	Mean	S.D.	Range	Min.	Max.
Background	18	0.72	0.95	3	0	3	22	0.23	0.42	1	0	1
Claim	18	3.33	1.74	6	0	6	22	4.73	2.45	10	0	10
Evidence	18	0.61	0.69	2	0	2	22	1.05	1.32	4	0	4
Counterargument	18	0.17	0.38	1	0	1	22	0.55	0.73	2	0	2
Rebuttal	18	0.06	0.23	1	0	1	22	0.27	0.70	3	0	3
Conclusion	18	0.39	0.69	2	0	2	22	0.45	0.8	3	0	3

Function	Undergraduate											
	Internet						Computer					
	N	Mean	S.D.	Range	Min.	Max.	N	Mean	S.D.	Range	Min.	Max.
Background	22	0.36	0.58	2	0	2	22	0.68	0.89	3	0	3
Claim	22	2.91	1.26	5	1	6	22	5.45	2.44	9	0	9
Evidence	22	0.82	1.00	3	0	3	22	0.77	1.06	3	0	3
Counterargument	22	0.45	0.85	3	0	3	22	1.05	1.09	3	0	3
Rebuttal	22	0.14	0.35	1	0	1	22	0.27	0.70	3	0	3
Conclusion	22	0.09	0.29	5	0	1	22	0.41	0.59	2	0	2

4.3 Findings Related to the Relationship Between the Source Texts in terms of

Functions

To answer this question, the correlation test was done in order to see the relationship between the source text in terms of functions and quality of the essays. Table 6 displays the descriptive of writing quality of argumentative writings. According to the results displayed in Table 7, the study did not find much relationship between the source text use and the quality of the text.

Table 6
Information about Writing Quality of the Argumentative Writings

	Writing Quality			
	Graduate		Undergraduate	
	Computer	Internet	Computer	Internet
N	22	18	22	22
Mean	5	3.72	3.91	3.55
S.D	3.86	1.18	.92	1.30
Min.	4	2	2	1
Max.	1	5	5	5

Table 7
Correlation Test results of all groups

Function		Quality			
		Graduate		Undergraduate	
		Computer	Internet	Computer	Internet
Background	r	0.35	0.29	0.02	0.16
Evidence	r	0.15	0.13	0.17	0
Counterargument	r	0.16	0.23	0.37	0.36
Rebuttal	r	0.10	0.15	0.11	0.24
Conclusion	r	0.24	0.35	0.07	0.11
Claim	r	0.74	0.19	0.42	0.08

4.4 Findings Related to the Variation of Source Use in terms of Topic and Academic Level

An independent t-samples t-test was conducted to compare topic and academic level in terms of source use. Results revealed a significant difference in the use of counterargument by undergraduate students (M: 0.75, SD: 1.01) and by graduate students (M: 0.38, SD: 0.62); $t(82)=2.01$, $p=0.04$. These results suggest that academic level had an effect on the use of counterargument in students' essays. Undergraduate students used counterargument more than graduate students

Another independent-samples t-test was conducted to compare topic and the use of functions in students' essays. According to the results of this test, there was a significant difference in the use of counterargument in the essays about internet topic (M: 0.33, SD: 0.69) and computer topic (M: 0.80, SD: 0.95) ; $t(82)= 2.56$, $p=0.01$). According to this finding, students used more counterarguments in the essays about computer topic than the internet topic. This result suggests that when students wrote essays about computer topic, they used more counterarguments than the students who wrote essays about the computer topic.

CHAPTER V

DISCUSSION AND CONCLUSION

The present study had four purposes: to examine the source text use by graduate and undergraduate students; to analyze the functional use of the source texts; to find out the relationship between the source use in terms of function and quality of the texts; and to reveal if the use of source texts varies in terms of topic and academic level. The underlying reason that has motivated the researcher to conduct the present research has derived from complicated nature of reading-to-write task and the lacking of research on the investigation of the functional use of borrowed strings in the literature.

The first research question; “*How much information do graduate and undergraduate students use from the source text?*”, the descriptive statistics results were used to find out the means of source text use by the participants of the research. The findings showed that the amount of textual borrowing varied in each group of participants. The use of source text did not differ in terms of academic levels and topics. All participants’ amount of textual borrowing was different. In terms of the variation of the source text use in all groups, two possible factors were considered: academic level and topic. Firstly, it was hypothesized that undergraduate students would do more textual borrowing as their academic level was lower than the graduate students’. Students who had lower level academic background were expected to rely on the source texts more than the other students. The previous research showed that graduate students’ performance on a reading-to-write task was much better than undergraduate students’

performance (Delaney, 2008). However, as Weigle and Parker (2012) found in their study, graduate and undergraduate students did not differ in their borrowing patterns according to their academic levels. Instead, the students created their own unique texts by using different amounts of source texts. This was consistent with the finding of Spivey and King (1989) who claimed that students construct their own texts even if they read the same source texts and go through the same steps of selecting, organizing and connecting content from the source texts. Secondly, when the descriptive statistics results were analyzed, it was noticed that the means of source text use in terms of computer and internet topic were closer to each other. The amount of textual borrowing was different in each group when students were grouped according to their academic levels. In other words, the amount of source text use by each graduate and undergraduate student group did not have a pattern of source use which could be seen in general in that group of students. Each group had participants with different amount of source text use. However, it was also noticed that the means of source text use were similar when the topic was considered. In order to find out the effect of topic on the amount of source use, the second independent sample t-test was run, and the relationship between the topic and the source text use was examined. Results of the independent sample t-test did not find any significant difference in terms of topic. As Weigle and Parker (2012) stated in their study, the topic did not have any effects on the source use in the students' essays. As mentioned earlier, source texts with both topics required similar readability level and they were also similar in terms of length. Moreover, a pilot study was conducted to find out students' interest in the topics. The results of the pilot study revealed that both

topics were interesting and familiar for the students. For this reason, the number of ideas students generated and the amount of source text use they had could be similar. Finally, it should also be considered that the reason of having different amounts of source text use by the participants might have been due to the students' language proficiency. When the literature on reading-to-write construct is reviewed, it is seen that much research has studied the language proficiency level of the students and reading-to-write tasks. It was claimed by Delaney (2008) and Cumming et al. (2005) that students with lower proficiency had more source text use. Similarly, Johns and Mayes (1990) and Gebril and Plakans (2009) found that less proficient students did more copying from the source texts. On the contrary to the research written above, the study conducted by Plakans and Gebril (2012) revealed that high and low proficiency students used source texts similarly, and Weigle and Parker's study (2012) found no effect of language proficiency on textual borrowing. Considering the previous research on language proficiency and the source text use, it is obvious that language proficiency has been studied by the researchers and is considered as an essential factor in the source use of the integrated tasks. However, the participants' language proficiency was not known in the present study. The students did textual borrowing in different amounts, and they did not do the same amount of textual borrowing when they were grouped according to their academic levels or the topics they had. The reason of this variation might have been due to students' mixed language skills. As the students' language proficiency levels were not known, the students were not grouped according to their language proficiency levels. There might have been both high and low proficient students in the same class and the

amount of their source text might have been different. For this reason, language proficiency of the participants could be the possible reason of the variation of source text use in the groups.

In relation to the second research question, namely, “*How do graduate and undergraduate students use source texts in terms of functions?*”, descriptive statistics results were used in order to investigate the use of source texts in terms of functions. The results showed that the functions of strings the participants borrowed varied. Claims were used more than the other functions in all groups of students’ writings. This showed that the participants used the information from the source texts to make claims in order to either take their sides or support their arguments. This finding of the study supported the results of Plakans and Gebril (2012) who investigated the functions of using sources and found that the two reasons of students’ source text use were taking their side and supporting their opinions. In this study, students took their sides by using claims mostly. In order to support their opinions, students used evidences from the source texts. Furthermore, it was hypothesized that graduate students’ essays would include all the functions, and especially rebuttal and counterargument were expected to be seen more in graduate students’ essays due to their higher academic level. However, graduate students with the internet topic used their ideas as rebuttal and counterargument less than the graduate students with internet topic, and all undergraduate students. The least used functions varied in the groups as well. Graduate students with both topics used background, counterargument and rebuttal less than the other functions. On the contrary, less used functions for undergraduate students were conclusion and rebuttal. These

results showed that the number of functions used by each group of participants and the participants' the least and most used functions were different, and students' academic level did not affect the functional use of source texts. Three possible reasons of this finding were considered: students' writing education background, their understanding of the text, and the writing task directions. First reason could be the students' writing education background. They might not know how to use these functions in their essays. Second, students' understanding of the text could be limited and as a result, using the ideas in different functions could be more difficult for the students. As Stein (1990) stated, students' understanding of the text, selecting important parts of the text, and knowing how to use their prior knowledge are crucial to start writing. If the participants failed to accomplish one of these three crucial skills, this might prevent them writing a good essay with the expected functions. Students' understanding and evaluation of the text play a very important role in completing reading-to-write tasks successfully (Delaney, 2008). The third reason could be the lack of stating the expectations in terms of functions in the writing task direction. As students were not asked to use the functions in their essays, they might have just chosen the easy way by not using the ideas they borrowed from the source texts as the six required functions, introduction, claim, evidence, counterargument, rebuttal, and conclusion, and written their essays in the way they wanted.

The relationship between the source text in terms of functions and quality of the texts was examined in order to answer the third research question of this study, namely, *“What is the relationship between source text use in terms of function and quality of*

text?” and no significant result was found. This finding was consistent with previous research by Plakans and Gebril (2012) who found no correlation between students’ writing scores and the source use. In other words, there was no relationship between where and how the students used the borrowed strings and the quality of their essays. Another study conducted by the same researchers in the following year, Plakans and Gebril (2013), investigated the relationship of the source use and the quality of the essays, and the findings showed that there was a difference between higher and lower scoring essays in the way source text was used. Higher scoring essays used more important content taken from the source texts and lower scoring essays did more direct copying from the sources. However, the present study did not find any significant difference between the source text use in terms of functions and quality of the texts. This result could be explained in two possible ways. Firstly, the reason could be students’ knowledge about using the functions in their essays. As mentioned in relation to research question 2, students might have limited or no knowledge about how to use these functions in their argumentative writings. Secondly, the students might know the components of the argumentative writing, but they might not know that they were expected to use them in this task. If the expected functions had been written in the writing task instruction, students could have used them in their writings.

In relation to the last research question, namely, “*Does the use of source vary in terms of topic and academic level?*”, two significant differences were found. The first significant difference was in the use of counterargument by undergraduate and graduate students. According to this finding, undergraduate students used counterarguments more

than graduate students did. However, it was hypothesized by the researchers that the graduate students would use functions more than the undergraduate students, assuming that their academic level would help them to use these functions more often. Graduate students were expected to perform better than the undergraduate students in their argumentative writings (Delaney, 2008). Interestingly, the research found one significant difference in terms of the use of functions and academic levels, and it was the opposite of what had been hypothesized. The difference was found only for the use of ideas as counterarguments by undergraduate students. Similarly, when the topic and the source use were analyzed, t-test results revealed the second significant difference. Results showed that the students with computer topic used counterarguments more than the students with internet topic. Both significant results included the use of counterarguments by the participants either with internet topic or by undergraduate students. No significant differences were found in the other functions. In order to explain the reason of having counterargument as the only function in this finding, further research is needed. Further research can be conducted to study the number of counterarguments in the source texts because the available counterarguments existing in the source text can affect the use of counterarguments by the students.

5.1 Contributions of the Present Study

The present study has contributed to the literature in following ways. The first contribution is the context difference. This research studies the functional use of source texts in argumentative writing, and no research has been conducted to investigate it yet. In addition, there have been only a few studies which studied the correlation between the quality of the essays and the source of use. However, this study investigates the relationship between the source text use and the quality of the essays. For the reasons stated above, the context of the study is different and it is considered as the first contribution of the study.

The authenticity of the subject is also an important contribution to the literature as reading-to-write task is becoming more popular in academic contexts. While the use of reading-to-write tasks is increasing, the need for understanding integrated tasks is becoming more crucial as well. In order to apply integrated tasks in the teaching curriculum, these tasks should be investigated and interpreted carefully.

The third contribution of the study is its pedagogical side. The results of the study contributes to the investigation of source text use in integrated tasks and gives insight into the future research, and also are directly connected to teaching practices which include suggestions about integrated tasks for the teachers.

5.2 Limitations

The present study has two limitations. The first limitation comes from the lack of information about the participants' language proficiency levels. Comparing the way graduate and undergraduate students used the sources would have given more comprehensive explanations if the participants' language proficiency levels had been known. Academic level might show students' language skills but this might not happen all the time. An undergraduate student's language skills might be higher than graduate students. For this reason, testing students' language proficiency or getting information about their English education background could have been useful.

The second limitation of the research comes from the investigation of the function and quality of the essays. Students' prior knowledge about the components of argumentative writing was not tested. For this reason, their lack of knowledge about how to write an argumentative essay could have affected the results of the relationship between the functional use of source texts and the quality of the essays. If students had enough knowledge about writing argumentative essays, they should have been informed about the expected components in their essays. The writing task instruction should have had a statement which asks students to use their ideas as functions, or should have given some examples of the functions for them to understand the expectations of the task.

5.3 Implications and Suggestions for Further Research

The present study has been an inquiry to investigate the source text use by graduate and undergraduate students in a reading-to-write task. Considering the findings

and the limitations of the present study, some suggestions are made for future research.

First, further research should be conducted to see if this would be true with different groups of students and topics, and if so, how topics would affect source use should be studied. Secondly, this research can be extended by having participants from different cultures to see how they use sources in reading-to-write tasks and the findings can be compared with the results of this study to see the cultural differences in terms of source use. Finally, the correlation between the use of counterarguments and topic needs further investigation. Counterargument was the only one function which had a correlation between the source text use. Future research should include other functions and find out if the results would be consistent with what have been found. Such research will generate more understanding of the source use in reading-to-write tasks.

In terms of the teaching implications, the study showed that the teachers should teach students how to use source texts appropriately. Students do too much copying, and they do not know how to use the ideas from the source texts in their writings by using their own sentences. Secondly, there is also a need to teach students the components of argumentative writing and how to write an argumentative paper. In this study, some students did not take their sides, or discussed both sides. However, they were asked to write an argumentative paper. This shows that some students had difficulty in understanding what they were supposed to do. The purpose of argumentative writing and the components should be studied in the classrooms. In addition, students with higher academic background might not use the sources differently than the other students. In order to evaluate students' source text use, teachers should consider students' language

proficiency. They should be aware of the fact that students' academic level might not present their language proficiency, and if the students are not proficient enough to understand the source text, it will directly affect the way they use the sources.

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APPENDICES

APPENDIX A

TWO SOURCE TEXTS ABOUT COMPUTER TOPIC

Computer-Assisted Education Benefits Young Children – Text A

The information age is arriving at lightning speed. Children and young people are among the most active citizens of the new era, and are often first in their family to use the new media. Some parents and other guardians of young people are enthusiastic about the new technologies; others seriously hope these changes will just go away.

However, there is little doubt that computers are here to stay. And they're changing the way young people learn, play, and get ready for their work life. By the year 2000, an estimated 60 percent of new jobs in America will require technological skills and computer know-how. In the early 1990s, workers with computer skills earned 10-15% more than workers without such skills.

And children are increasingly using new technologies in their schools, libraries, homes, and communities. Estimates show that in May 1997, nearly 10 million children were online either at home, at school, or in the community—a five-fold increase from fall 1995. For the 50 million children now in U.S. elementary and secondary schools, 27% of classrooms have Internet access and 78% of schools have some kind of access to the Internet.

Computers and the information superhighway can have several advantages for children. First, they can help children learn skills using information resources and technology such as problem-solving, fact-gathering, analysis, and writing on computers—skills that employers will seek from future workers (today's young people).

They can also help young people learn computer programming and other marketable skills.

Second, they can open up new worlds of rich learning experiences to children through schools, libraries, and home. For example, children can work on a school project with other children in countries thousands of miles away—or gather information from and try out their ideas with famous scientists, authors, or business leaders. And "electronic pen pals"—either relatives or new online friends—from opposite ends of the planet can e-mail each other almost instantly.

Third, they can increase access for children who have been excluded. Children in poor or rural school districts can use online services to visit museums, cities, and wildlife preserves they would not otherwise get to see. Children with disabilities can participate more fully in learning, in art programs, and in socializing.

Undoubtedly, computer and online time alone can't make a child an honor student. Children learn best when they receive individualized attention and encouragement from teachers and parents. Every kind of technology—from the blackboard to slide presentations to cable TV in the classroom to CD-ROMs—is simply a tool whose effectiveness depends on using it well. Computers alone won't make a child a well-rounded, successful adult. Children still need the balance that comes from outdoor activities, friends and family, solid academic skills, and healthy relationships with strong adult role models.

However, computers and the information superhighway can be a way for parents to spend more time with children on educational and recreational activities. Research shows that family involvement in a child's education is one of the most important ingredients for success. Spending time online with children can be a way to connect with what they are learning in school and to stay involved. Computers can also help parents expose their children to information and experiences that they value. Online technologies can also be a way for parents to stay in touch with children's teachers, school schedules, and homework assignments. Increasingly, schools are offering parents access to important school information via e-mail and online school discussion groups. This can be especially helpful for parents whose work schedules make it hard for them to meet with teachers or be at school during the school day.

The information age has arrived. It is crucial for children to acquire computer and information highway skills, because information literacy skills will increasingly be expected of young people, and young people fluent in information resources will likely have advantages in the workplace. In addition, this new resource may hold special educational and other opportunities for children—as the online world can bring diverse experiences to young people.

In sum, more and more children are taking the lead to get online—and need strong parental guidance to use this new medium as a rich opportunity for learning.... Parents should prepare their children for it by promoting computer literacy as soon as children are ready for it.

Computer-Assisted Education May Not Enhance Learning (Text B)

The idea that computers in the classroom enhance learning is so widely accepted that few people have questioned it. In reality, there is little evidence to show that computer-assisted education improves students' academic achievement. Research on the subject is ambiguous, and much of it is flawed because it uses standardized testing, which provides a very narrow measure of student achievement. Some research suggests that too much computer use can actually harm students' academic performance. Other studies show that computers in the classroom cause teachers to spend less time with students.

More recent research in this field suggests that too much computer use in class can actually hurt students' academic performance. A study conducted by the New Jersey-based Educational Testing Service (ETS) found that frequent computer use in school tended to have a negative effect on the math scores of fourth and eighth graders. Students did not benefit from using computers more often, but from using them in particular ways. For example, a group of eighth-grade students learned higher-order thinking skills through computer simulations, which allow students to examine the concept of speed, for instance. Another group of eighth-grade students used drill-and-practice programs, which focus on lower-order thin skills. It was found that the former group had higher math scores than the latter group. Children can only benefit from such higher level uses of technology, however, when they are developmentally ready to do so, when their teachers are adequately trained.

Inexperienced teachers who rely on computer in the elementary school years may be unwitting abandoning their students because the makers of many software packages stress the fact that software packages will ‘free the teacher’ to work with other students. This mean that when students are occupied with the technology, they often receive little or no attention from their teacher. Educational researchers Larry Miller and J.Dale Burnett have cast some light on this issue. They suggest that sometimes inexperienced teachers simply ‘set it and forget it’, meaning that they set up students at a computer and then leave them to work alone. Not only do students sometimes miss out on enriching group activities such as story reading or discussion because they are preoccupied with the computer, but they also miss out on interaction with their teachers. “This observation was especially interesting’’, say Miller and Burnett, because teachers’ behaviors are different when interactions with students were frequent. For example, when students engaged in seat work, these teachers would move from child to child, asking questions, clarifying problems, reteaching when necessary, and offering encouragement.

The ETS study concludes that middle school students in grades seven and eight are more likely to benefit from using computer technology than children in elementary schools. This makes sense because regardless of how sophisticated the software program, it is simply no substitute for a teacher when a child needs answers to complex questions. As children grow older, they are more able to work independently. Because they now possess some basic skills, they may derive greater benefits from using the computer for more sophisticated learning.

It is difficult, if not impossible, to measure accurately the impact of computers on learning. This is not only because it is virtually impossible to separate the role of the technology versus that of the teacher, but also because of the nature of the achievement tests themselves. There are, in fact, well-documented limitations of standardized tests that are generally used to assess the effects of computer-based instruction. The goal of standardized tests is to measure students' ability to perform well in school. But, to a large extent, the scores determine how well they will perform in school. What a test does is measure how well students are likely to do on subsequent tests of a similar nature. High test scores are not related to the depth or scope of students' learning, but merely to their test-taking abilities.

One of the biggest problems with educational software that is designed to improve test scores is that it takes learning out of context. But children need a meaningful context for learning so that they can make connections between abstract knowledge and concrete experience. When children use educational software to enhance their factual knowledge, they are expected to answer questions or solve problems with no other point of reference.

In sum, the effects of integration of technology in education are often harmful. Computer drills might help, in some cases, to raise students' standardized test scores. But such measures are a narrow form of assessment. Test scores, whether delivered electronically or not, do not even begin to hint at the potential in each child.

APPENDIX B

TWO SOURCE TEXTS ABOUT INTERNET TOPIC

The Internet Connects People (Text A)

Once upon a time, the internet was seen as something special, available only to experts.¹ Now it has become part of everyday life. People routinely integrate it into the ways in which they communicate with each other, moving between phone, computer, and in-person encounters. There are fears that social relationships—and community—are fading away. However, our evidence shows that instead of disappearing, people's communities are transforming.

While traditional means of communications such as in-person visits and landline telephone conversations are the primary ways by which people keep up with those in their social networks, our research shows that email helps people develop social networks. We find that email supplements, rather than replaces, the communication people have with people who are very close to them—as well as with those not so close.⁷ Email is especially important to those who have large social networks.⁸ In a social environment based on networked individualism, the internet's capacity to help maintain and develop social networks has real advantages. Our work shows that internet use provides online people a path to resources, such as access to people who may have the right information to help deal with a health or medical issue or to confront a financial issue. Sometimes this assistance comes from a close friend or family member.¹¹ Sometimes this assistance comes from a person more socially distant, but made close by email in a time of need.

A survey called the Social Ties survey was conducted in February 2004. It focused on the nature and scope of people's social networks, how they use their social networks to get help, and how they use information and communication technology. The survey asked about two types of connections people have in their social networks: core ties (i.e., people in Americans' social networks with whom they have very close relationships) and significant ties (i.e., people outside that ring of "core ties" in Americans' social networks, who are somewhat closely connected). It has been shown that Americans connect with their core and significant ties in a variety of ways. They continue to use in-person encounters and traditional telephones. Yet new communication technologies—email, cell phones, and instant messaging—now play important roles in connecting network members. The internet does not stand alone but as part of an overall communication system in which people use many means to communicate.

As the size of a person's social network increases, it becomes more difficult for people to contact a large percentage of network members. This makes intuitive sense. This pattern—the percentage of one's social network contacted declining as network size grows—holds true for almost all forms of contact analyzed in the Social Ties survey. The one exception is email. As the size of people's social network increases, the percentage of one's social network contacted weekly by email does not decline but remains about the same at about 20% of core and significant ties. Several qualities of email help make sense of these findings. Email enables people to maintain more relationships easily because of its convenience as a communication tool and the control it gives in managing communication. E-mail's asynchronous nature—the ability for

people to carry on conversations at different times and at their leisure—makes it possible to send a quick note to an associate, to share important news or seek advice on an important decision. Moreover, it is almost as easy to email a message to many people as it is to email to only one.

The February 2004 Social Ties survey asked respondents whether they have asked for help from people in their social networks about eight specific key issues in their lives. Internet users are more likely than non-users to receive help from core network members: 85% of online users have received help with at least one of the eight issues as compared with 72% of non-users. The average internet user received help on 3.1 of the eight issues from people in their core networks, compared with non-users getting help for 2.0 topics.

In sum, the internet and email play an important role in maintaining these widely spread-out social networks. Rather than conflicting with people's community ties, the internet fits easily with in-person and phone encounters. With the help of the internet, people are able to maintain active contact with sizable social networks, even though many of the people in those networks do not live nearby.

Internet Use Decreases Social Interaction (Text B)

Over the last five years, the revolution in information technology has resulted in changes that are having increasingly visible effects on the lives of average people. Some argue that the new technology of email, online discussions, on-demand information, and web-powered information dissemination will lead to a more informed, engaged, and influential mass public. However, we believe that Internet use has a negative effect on society.

A study was conducted based on data collected from a national random sample of 4113 individuals in 2689 households. It was found that the more time people spend using the Internet, the more they lose contact with their social environment. This effect is noticeable even with just 2-5 Internet hours per week. And it rises greatly for those spending more than 10 hours per week, of whom up to 15 percent report a decrease in social activities.] Even more striking is the fact that Internet users spend much less time talking on the phone to friends and family: the percentage reporting a decrease exceeds 25 percent, although it is unclear to what extent this represents a shift to email even in communicating with friends and family or a technical problem due to a single phone line being taken by Internet use.

Moreover, the more time people spend using the Internet, the more they turn their back on traditional media. This effect increases proportionally with hours of Internet use. For every additional hour on the Net, people report further decreases in time spent with traditional media, reaching 65 percent for those spending more than 10

hours a week on the Net. Clearly the media are competing with the Internet for time, especially in the case of television. Even with as little as two hours per week on the Net, a quarter of Internet users report decreases in TV viewing—one can't surf the web and watch TV at the same time. For newspapers, the same effect is less dramatic and may also reflect the fact that people could substitute reading the news on the web for reading the paper.

Besides, the amount of time spent using the Internet is found to be positively associated with the amount of time spent working at home—and at the office. Even with less than 5 hours per week of Internet use, about 15 percent of full-time or part-time workers report an increase in time spent working at home. And as their amount of Internet use rises above 5 hours per week, a growing number—up to an additional 12 percent—even report spending more time working at the office, as well as at home.¹⁸ For heavy Internet users with regular jobs, a large portion of their total Internet use is likely to take place at the office to begin with. And it seems to be keeping them there for longer hours, in addition to invading their home.

A negative relationship has also been found between time spent using the Internet and time spent shopping in stores and driving in traffic. This effect grows with the number of Internet hours per week. And as might be expected, the effect stands out particularly clearly for people who use the web for researching product information or for actually making purchases online, thus saving trips to the store. But it does not affect time spent driving in traffic, which decreases with the number of Internet hours for the

nonworking population only. Whether or not they shop on the web, working Internet users drive to work just as much as before.

For the most part, the Internet is an individual activity. Unlike TV, which can be treated as background noise, it requires more engagement and attention. A key finding of the study is that the more hours people use the Internet, the less time they spend with real human beings. This is an early trend that society really needs to watch carefully. Email use is an additional medium now available for communicating with friends and family. But one can't share a coffee or a beer with somebody on email or give them a hug.

APPENDIX C

WRITING TASK

Writing Prompt for the English Argumentative Task

Name: _____

Class number: _____

Student number: _____

Date: _____

Reading & Note-taking Directions:

- Read the two texts given to you. These two texts are about the same topic: *the influence of the Internet on human interaction*. As you read, pay attention to each author's view.
- You will be given two blank pieces of paper (one for each text) to take notes. When taking notes, write down **a few phrases and key words** to help you remember each author's view on the topic. **DO NOT copy complete sentences.**
- You will be given exactly **25 minutes** to read the two texts and take notes.
- You will keep your notes for the following writing task.
- *NO dictionaries are allowed.*
- *Only take notes on the two pieces of paper provided.*
- *Do not make any marks on the two texts.*

Writing Directions:

- After reading and taking notes on the two texts, you have **50 minutes** to write a paper (400 to 600 words in length) explaining your view on this issue.
- Some readers may not agree with you, so make sure to support your view **with information from the two texts that you have read**. In addition, you can use any other reasons or examples from your personal experiences or knowledge to support your view.
- Your paper should have a clear view and should be well-organized.
- You can refer to your notes.
- *NO dictionaries are allowed.*
- *Write your paper on the three blank pages attached here.*

- *Turn in both your paper and notes after you are done.*

APPENDIX D

RUBRIC FOR ARGUMENTATIVE WRITING

5	<p><i>An excellent persuasive argument:</i> The paper states a clear point of view and gives good and sufficient reasons to support it. The reasons are clearly explained and well-elaborated by using convincing information/examples. The paper may present reasonable opposing view(s) and also refute the opposing view(s) appropriately, though they are not required. The paper is well-organized and sequenced. It demonstrates effective word choice and contains few or no grammar/mechanical errors.</p>
4	<p><i>A reasonably good and persuasive argument:</i> The paper states a reasonably clear point of view and gives generally plausible reasons to support it. The reasons are explained and elaborated to some extent, though not enough. There may be one or two inconsistencies or pieces of irrelevant information. The paper may present some opposing point(s) of view, but may fail to refute them or the refutation may be ineffective. The paper is generally well-organized and flows well, and shows evidence of effective word choice overall. There might be some grammar/mechanical errors, but they do not impede overall communication.</p>
3	<p><i>A clearly recognizable argument but limited in effectiveness:</i> The paper states a point of view and gives one or two good reasons to support it. The reasons are not explained or supported in a fully coherent way. The reasons may be of limited plausibility and some inconsistencies exist. The organization is not well-developed, and ideas could be better sequenced. There might be some major problems in word choice; a noticeable number of grammar/mechanical errors occur.</p>
2	<p><i>A minimally acceptable argument paper, though not persuasive:</i> The paper states a point of view but only one good reason is provided to support the point of view; or the reasons given are unrelated to or inconsistent with the point of view; or the reasons are incoherent. The organization is weak and ideas are not sequenced well. The paper demonstrates limited control of written language. There are numerous word choice, grammar and mechanical errors, and communication is impeded by these errors.</p>
1	<p><i>An ineffective argument with major gaps in reasoning:</i> The paper states some sort of a point of view, but it is vague or general. No reasons are provided for the point of view; or the reasons given are unrelated to or inconsistent with the point of view. Most of the content of the paper is not relevant to the task. The paper is not properly organized, and it just contains a piece meal list of phrases or sentences with no coherence. There are so many word choice, grammar and mechanical errors that communication is severely impeded by these errors.</p>

APPENDIX E

A SAMPLE ARGUMENTATIVE WRITING

ABOUT COMPUTER TOPIC

Computer 37

With the coming of information age computer a tool irreplaceable for today's life plays an essential part of learning. Computers undoubtedly are changing the way we lead our lives. We learn, play, work almost with the help of computers. By the year 2000 an estimated 60% of new jobs in American will require technological skills and computer know-how. Today learners young or old are relying more on computer for their education. Actually computer-aided education is much successful in the stage of education. Computers and information high-express can have several advantages for learners. First they help learners acquire the skills using information resources and technologies on computer take. For example learners can obtain the skills of handling computer while they surf online and get whatever they require. Second internet and personal computers can enable learners search the information they need without the toil of busy reading of too much materials or the trouble of materials-lacking state learners can gather information beyond the limitation of various subjects and much experiences can gain the learners an insightful understanding of their goals. Third computer-aided learning provides learners the way of communication with the internet and computer distance-communication is beyond limitation. Different learner in the same academic field from various countries can get together exchanging their learning experiences. Fourth computer-aided learning can enhance the learners' feelings such as watching a movie or listening to the sound clips. Learning from a multiple media materials for a learning task is a joyful process though the illustrations. To support my viewpoint is limited on the part of learners themselves computer aided learning unquestionably is

much successful than the learning without computer and internet only learners pay much attention to the balance between computer-aided learning and out-door experiences learning rate can be put onto the highway. (297 words)

APPENDIX F

A SAMPLE ARGUMENTATIVE WRITING

ABOUT INTERNET TOPIC

<Topic> Internet 35

<Title> Internet: a double-edged sword in social interaction

Nowadays, internet has become part of everyday life. Many people have their own computers. It seems that internet has pervaded every corner of our life. Consequently, the function and influence of internet have been frequently discussed. However, it still remains as a controversial issue. Some people hold that the internet connects people, while some other people believe that internet connects people, while some other people believe that internet use decreases social interaction. In this paper, it's claimed that internet is a double-edged sword in social interaction. It exerts positive as well as negative influence on our life.

On one hand, internet reinforces social interaction and makes the huge earth a small village. Researches have shown that email helps people develop social networks. Through emails, people can communicate with people close to them as well as those who are not so close. For people who have large social networks, emails is especially helpful and important since sending emails to a group of people is as easy as sending an email to one person. Moreover, through emails, we can get help from other internet users. A survey called Social Ties survey reveals that internet users are more likely than non-users to receive help from core network member.

Apart from the advantages provided by emails, internet can also supplement our communication in other aspects. Through internet, we can chat with friends or relatives who are far away from us, thus friendship may be reinforced; we can talk with strangers who may later become into our good friends; we can look through news and get informed of what is going on; we can get useful information or materials. So many things can be done through internet, therefore, in one sense, we can claim that the internet and email play an important role in maintaining our social interaction.

Every coin has two sides. It's not wise to look at only the good side of it. While benefits us a lot, the internet also exerts quite a few negative influence on our social interaction. This is why some people argue that internet use decreases social interaction.

For the most part, the internet is an individual activity, it requires more engagement and attention. Therefore, the more hours people use the internet, the less time they spend with real human beings. We can contact people through emails or internet chatting, but we can't share a cup of tea with them on email or give them a hug. People who live in a virtual world would be shocked or frightened when they come to the real world. To them, people's laughters and talking seems too noisy to bear. Even a telephone ring will shock them and make them scream when they are totally engaged into the virtual world. They can do shopping or deal with money through internet. Therefore, they can stay at home several weeks without going out. To people who live in the world of internet, the real world is unbearable.

To sum up, the internet is a double-edged sword in social interaction. Being used properly, the internet will great benefit us and reinforce our social interaction; being used is a wrong way, it will hurt us and decrease our social interaction. (535 words)

ⁱ A source text refers to the reading text in this study.

ⁱⁱ The data for this thesis was collected by the thesis advisor. She is willing to share this data with the researcher.